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ABSTRACT

The Los Angeles Unified School District's bilingual education program provides elementary school limited-English-proficient (LEP) students with full bilingual classroom programs and individual learning programs, based on LEP population. The program also provides secondary school students with instruction in English as a Second Language and communication classes in their primary language. This report presents information on LEP student enrollment levels and trends, proportions represented by different language groups at the elementary and secondary levels, the adequacy of the programs provided, the linguistic and professional qualifications of the staff teaching LEP students, and the progress made by LEP students toward acquiring English language proficiency. Recommendations for program improvement at the elementary level focus on improving the qualifications of personnel, and at the secondary level target improved identification, remediation, and monitoring of LEP students. Qualifying tests for new secondary instructors are also recommended. Numerous data tables, graphs, and other figures supplement the text. (MSE)

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BILINGUAL PROGRAM SURVEY REPORT 1987-88

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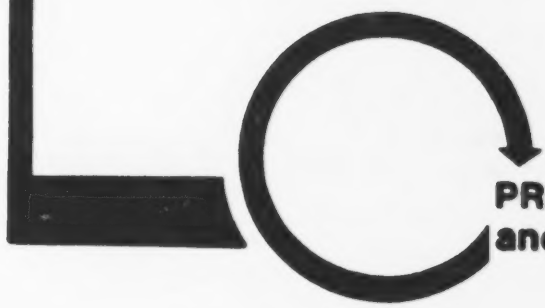

PROGRAM EVALUATION and ASSESSMENT BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

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LOS ANGELES UNIFIED SCHOOL DISTRICT

BILINGUAL PROGRAM SURVEY REPORT
1987-88

Publication No. 527

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Program Evaluation and Assessment Branch

Los Angeles Unified School District

Fall 1988

LOS ANGELES UNIFIED SCHOOL DISTRICT

LEONARD M. BRITTON
Superintendent

APPROVED:

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Director
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Acknowledgements

The Bilingual Evaluation Unit of the Program Assessment and Evaluation Branch gratefully acknowledges the assistance provided by the principals, bilingual/ESL coordinators and teachers of the district's elementary, secondary and special education schools in collecting the data on which this report is based.

Thanks also are due to the bilingual/ESL advisors from the eight administrative Regions and the Senior High and Special Education Divisions who worked diligently to assure the accuracy of the data representing their regions/divisions. The contributions of Research Associate Alan Turri in refining the data to their final form are gratefully acknowledged.

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Special thanks go to Teacher Advisor Marcia Hann, the Program Assessment and Evaluation Branch Production Unit, and Sharon Shannon who prepared the many drafts of tables and narrative with skill, efficiency and unfailing good humor.

EXECUTIVE SUMMARY

The goal of Los Angeles Unified School District's (LAUSD) bilingual program is to help limited English proficient (LEP) students learn English as efficiently as possible while maintaining academic achievement. To this end the district offers elementary LEP students full bilingual classrooms programs (BCPs) when there are 10 or more LEP students of the same language at a grade level, and individual learning plans (ILPs) when there are not. Secondary students are provided with English as a second language instruction (ESL) plus communication classes in their primary language.

To monitor this program and to provide data for the state and federal government as well as for program planners, the district conducts an annual bilingual program survey. The survey addresses the following questions:

1. How many LEP students attend LAUSD and what language groups do they represent?

2. Are the programs provided sufficient to the needs of LEP students?

3. What are the qualifications of professional staff teaching LEP students?

4. What progress have LEP students made toward acquiring English language proficiency?

The major findings of the 1987-88 Bilingual Survey are as follows:

Students

Students with primary languages other than English make up 53% of the district's population; 28% are LEP. Spanish LEP and FEP students comprise 45% of total enrollment.

Although 93 languages are represented in the student population, 90% of LEP students speak Spanish. Spanish and 7 other languages account for 97% of LEP students.

The growth in LEP enrollment abruptly dropped from 14,000 in 1986-87 to 3,500 in 1987-88. The elementary population increased only 2%, secondary 4% over 1986-87 figures. The major cutback in growth occurred at the elementary level.

Despite the drop in growth, elementary students continue to comprise 75% of LEP enrollment with 52% in grades K-3.

Programs

Most elementary LEP students (78%) were in full bilingual classroom programs (BCPs). The district added 227 more BCPs for a total of 6,387

to serve 92,809 LEP students, 1,819 more students than in 1986-87. Teachers with full bilingual credentials or district A level fluency staffed 36% of BCPs. The remainder (64%) relied on paraprofessionals for instruction in the primary language.

Students on individual learning plans (ILPs) increased by 138 to 26,852.

At the secondary level there was a 25% drop in the number of students in the final ESL levels (Advanced B in junior high and Level 4 in senior high) from 5,492 in 1986-87 to 4,119 in 1987-88.

Staff

The number of teachers with district A level fluency increased by 115 (15%) at the elementary level and dropped by 18 (6%) at the secondary level. The number of teachers with other fluency levels, including BCCs, remained almost the same as last year. The ratio of teachers with BCCs or A level fluency was 1:51 at the elementary level, 1:48 at the secondary level. This compares to 1:53 and 1:45 in 1986-87.

At the secondary level there was a drop of 54 ESL teachers, all of whom entered the program prior to 1978. This loss raised the teacher to student ratio in 6 of 8 administrative regions by 5 to 9 students.

While the number of paraprofessionals offering primary language support increased 3% over 1986-87, the number of bilingual volunteers dropped by 29%.

Progress

The number of students reclassified to an English only program increased 1/2% at the elementary level to 7.5% and dropped 1/2% at the secondary level to 10.5%. The overall district reclassification rate remained at 8%.

RECOMMENDATIONS

Many of the recommendations suggested by these data have been addressed in the District's new Bilingual Master Plan. Certain needs, however, require reemphasis.

Elementary

There is a continued need for qualified bilingual teachers to serve the growing number of LEP students in the primary grades (K-3). In addition to Spanish, the numbers of LEP students speaking Korean, Cantonese, Vietnamese, Tagalog, Farsi, Armenian, and Khmer continue to grow.

Because almost two-thirds of bilingual classroom programs depend upon paraprofessionals for primary language instruction, high standards

for paraprofessional primary language proficiency need to be established to ensure proper language modeling for LEP students.

Whenever possible, schools should utilize credentialed bilingual personnel in flexible program models outlined in the Master Plan to reduce the reliance on paraprofessionals for primary language instruction.

Secondary

Survey data indicate that in secondary schools there is a need to:

Identify LEP students not receiving services and have language assessment teams (LATs) or other responsible parties determine the status of these students with regard to reclassification.

Establish a regular remediation program for the 17% of LEP students who have completed the district ESL course of study but did not meet the academic criteria for reclassification.

Establish a procedure to monitor the remediation progress of the above students and to complete the reclassification process in a timely manner.

Qualifying tests for ESL instructors should be made available to replace retiring instructors and to strengthen secondary staffing.

Report Organization

This report is organized as follows:

Volume I

- Introduction
- Findings
- Conclusions and Recommendations
- Statewide Comparisons
- Selected Tables

Volume II

- Appendices
  - A. Elementary, Secondary, and Special Education Bilingual program descriptions

    Identification and Assessment descriptions
  - B. Tables: General Program Information
  - C. Tables: Elementary Program Information
  - D. Tables: Secondary Program Information
  - E. Tables: Special Education Information
  - F. Tables: Instruments

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INTRODUCTION

This 1987-88 Bilingual Survey Report describes the students, teachers, and administrators involved in the Los Angeles Unified School District's programs for student whose primary language is not English. Data for this report were collected in January 1988. The report findings are a summary of the information provided by the schools.

Bilingual Education Goals

The Lau Plan and Assembly Bill 507 established guidelines for the district's bilingual education program. These documents outline steps designed to meet the following goals:

- Identify national origin minority students from non-English language backgrounds.
- Assess their language fluency and educational needs.
- Provide an educational program which teaches them English as effectively and efficiently as possible and which meets their educational needs.
- Help staff (certificated and classified) serving students from non-English language backgrounds become as effective as possible.

Evaluation Plan

The chief objective of the district's evaluation plan is to describe the implementation of the bilingual program in 1987-88. The evaluation involves (a) summarizing the outcomes of the identification and assessment of bilingual students and (b) conducting the Bilingual Program Survey, which gathers data about the district's bilingual program and its participants.

The identification and assessment process identifies students with language backgrounds other than English and assesses their English language proficiency. (See Appendix A, Volume II, for full description of process.)

The Bilingual Program Survey focuses on the district's classrooms. It gathers descriptive information covering these aspects of the bilingual program:

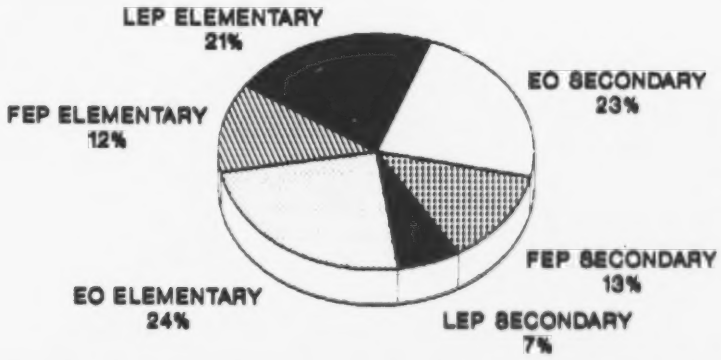
- Classroom programs operating in 1987-88
  - Bilingual classrooms
  - English as a Second Language (ESL) programs
  - Individual Learning Programs (ILPs)
- Student enrollment in these programs
- Teacher fluency
- Primary language instructional support available to program participants

Methodology

Appendix A, Volume II, contains a complete description of procedures used to identify LEP and FEP students. The majority of the data used in this report were collected during the January 1988 Bilingual Program Survey. Appendix F, Volume II, contains the instruments used to collect the survey data. For the survey, schools report the configuration of their classes which contain bilingual students, the services offered these students, and the type of support provided.

How many language-minority students attend LAUSD?

DISTRICT ENROLLMENT



Limited English proficient (LEP)	162,710	(28%)
Fluent English proficient (FEP)	148,762	(25%)
English-speaking only (EO)	280,801	(47%)
Total	592,273	

Students with primary languages other than English make up 53% of the district's population. Spanish LEP and FEP students make up 45% of total enrollment.

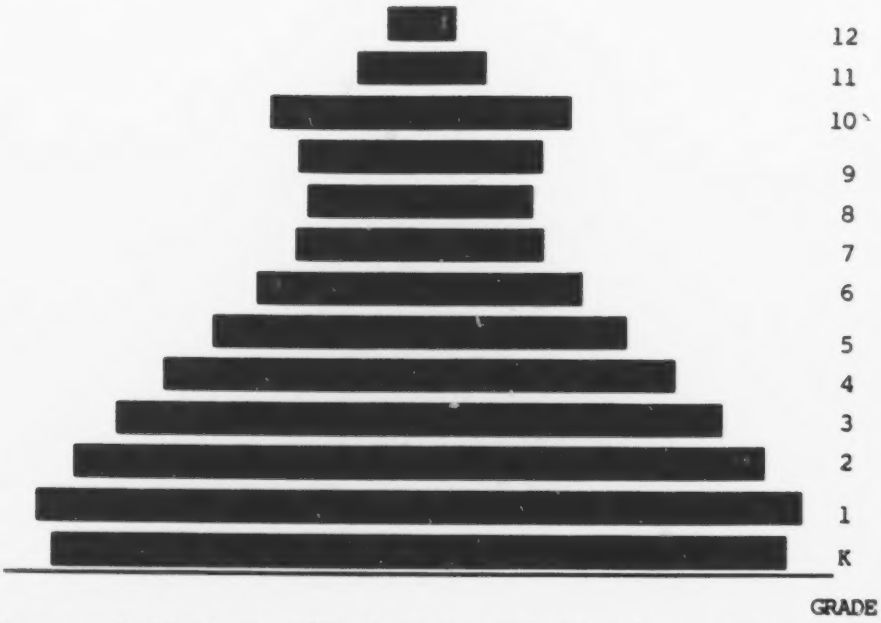
Although 93 languages are represented in the LEP and FEP student populations, Spanish and 7 other languages account for 97% of LEP students.

The most widely spoken of the 77 languages spoken by the District's LEP students are:

Language	Number of students speaking language	Percentage of total LEP
Spanish	145,656	89.5
Korean	3,260	2.0
Cantonese	2,422	1.5
Vietnamese	1,901	1.2
Pilipino	1,452	.9
Farsi	1,235*	.8
Armenian	1,153*	.7
Cambodian (Khmer)	1,020	.6
All others	4,611	2.8

*Indicates more than 20% growth in 1987-88.

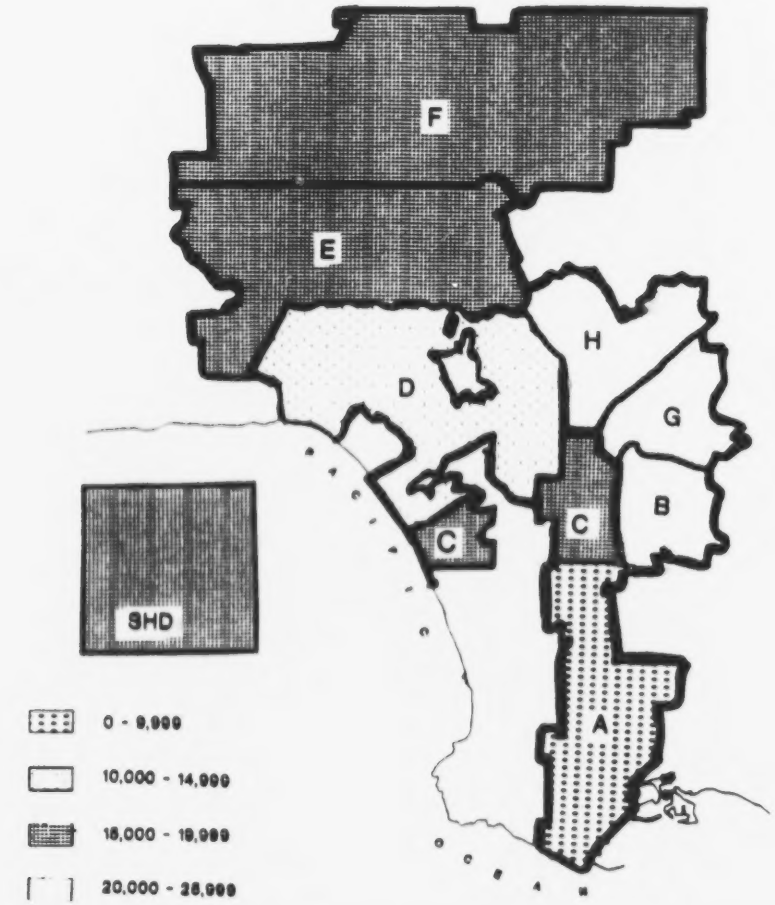
LEP STUDENTS BY GRADE LEVEL



More than one-half of the LEP student population is in grades K-3.
Less than 10% is in grades 10-12.

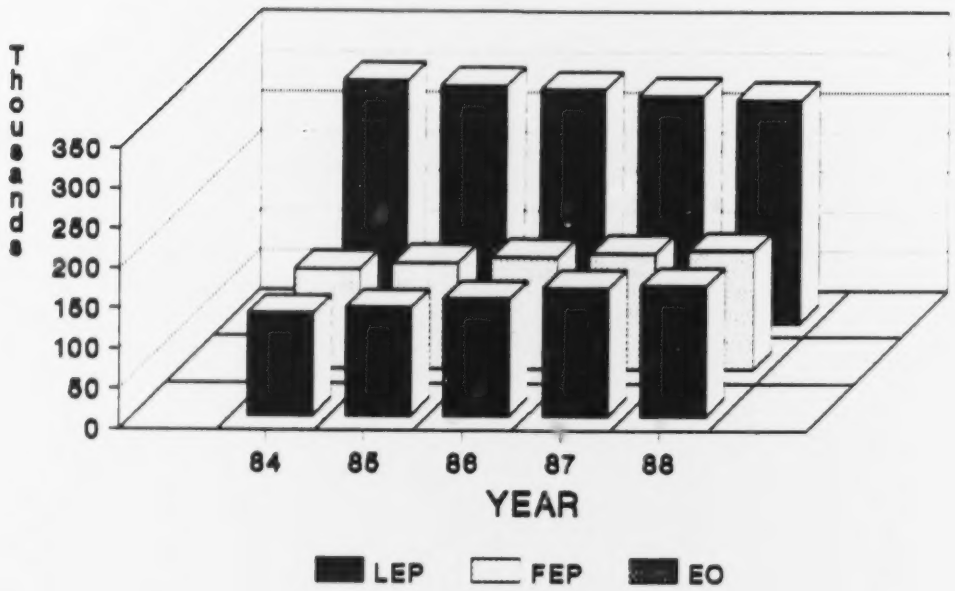
Grade	LEP students	Percentage of total LEP enrollment	Cumulative percentage
K	22,117	14	14
1	23,055	14	28
2	20,771	13	41
3	18,209	11	52
4	15,389	9	61
5	12,426	8	69
6	9,752	6	75
7	7,428	5	80
8	6,744	4	84
9	7,313	4	88
10	9,056	6	94
11	3,832	2	96
12	2,020	1	97
Spec. Ed.	4,598	3	100
Total	162,710	100	100

DISTRIBUTION OF LEP STUDENTS



Region	Spanish	Other languages	Total	Percentage of total District LEP enrollment
A	7,247	939	8,186	5%
B	24,492	248	24,740	15%
C	15,883	93	15,976	10%
D	9,880	2,422	12,302	8%
E	12,990	2,724	15,714	10%
F	14,332	1,330	15,662	10%
G	23,502	1,668	25,170	15%
H	21,581	3,706	25,287	16%
SHD	13,851	3,714	17,565	11%

DISTRICT ENROLLMENT GROWTH
5 YEAR PATTERN



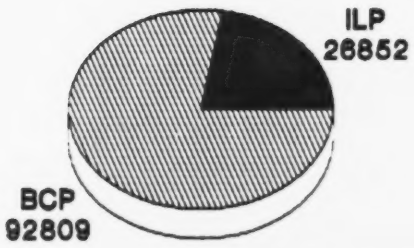
Year	LEP	FEP	EO
84	127,192	125,213	304,432
85	134,171	133,150	298,249
86	145,209	139,987	293,564
87	159,260	144,972	286,055
88	162,710	148,762	280,801

The accelerated growth in LEP enrollment was abruptly cut back by over 10,000 students in 1987-88. LEP enrollment increased by only 2% (3,450) in 1987-88 compared to a 10% increase (14,051) in 1986-87.

FEP enrollment increased by almost 3% (3,790) while EO dropped 2% (5,254) from 1986-87 totals.

What programs does the District provide to meet the educational needs of LEP students?

ELEMENTARY BILINGUAL PROGRAMS

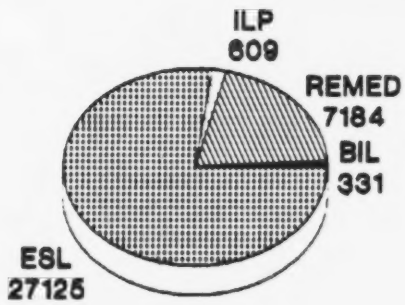


Of 119,661 elementary LEP students,

78% participated in full bilingual classroom programs

22% participated in individual learning plans (ILPs)
- 13% at parent's request
- 9% because there were too few in the school to support a bilingual classroom program

SECONDARY BILINGUAL PROGRAMS



Of 38,451 secondary LEP students,

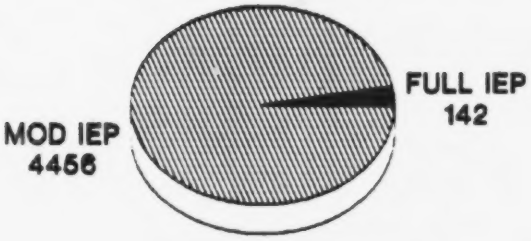
70% participated in English as a second language (ESL) programs

27% completed ESL and are awaiting reclassification
- 19% are in remediation

2% participated in ILPs

1% participated in bilingual programs

SPECIAL EDUCATION BILINGUAL PROGRAMS

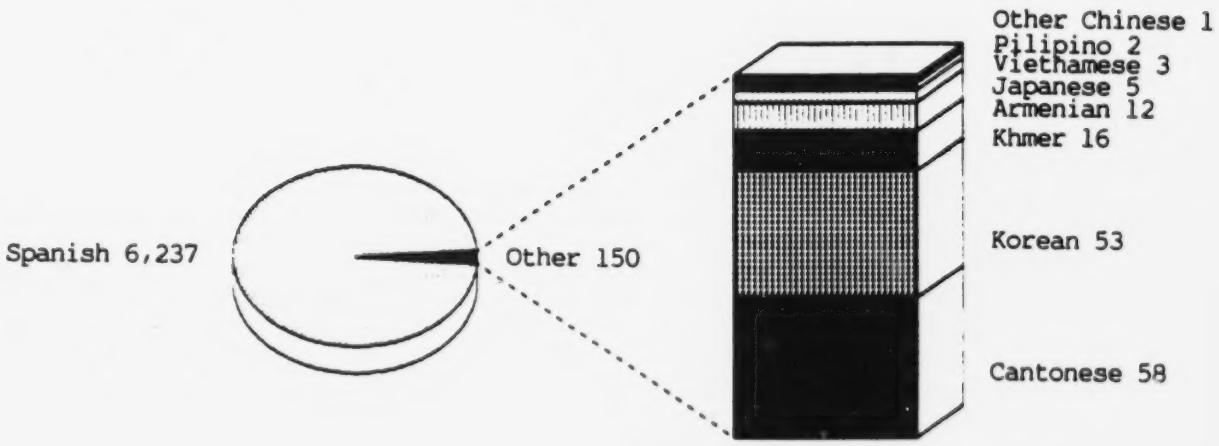


Of 4,598 special education LEP students,

97% participated in modified bilingual Individual Education Programs (IEPs)

3% participated in full bilingual IEPs .

BILINGUAL CLASSROOMS BY LANGUAGE



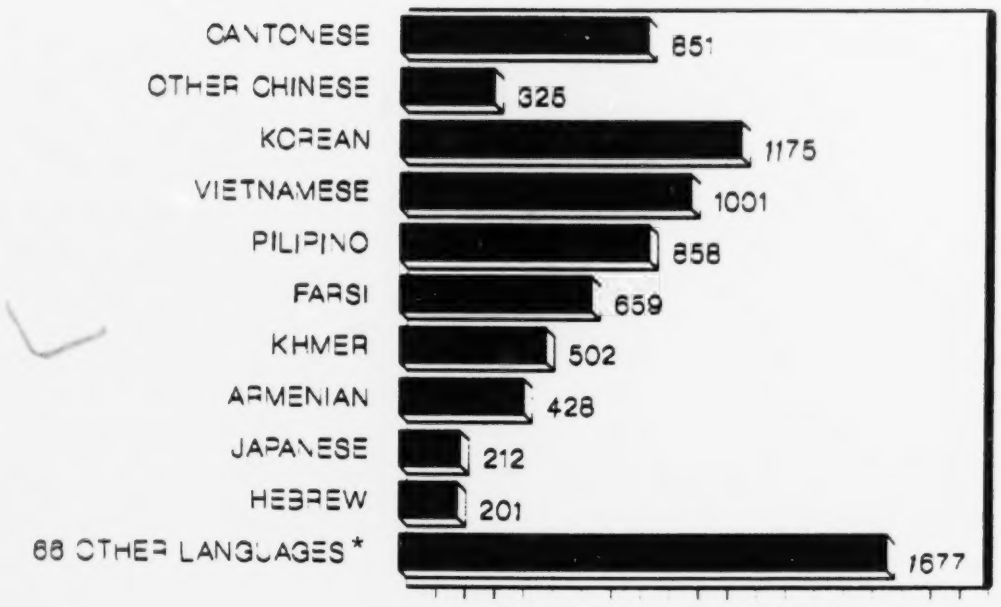
The district operated 6,387 bilingual classroom programs (BCPs) in 1987-88, 227 (4%) more than in 1986-87 and 1,389 (28%) more than in 1983-84.

BCPs served 92,809 LEP students in 1987-88, 1,819 more than in 1986-87.

Teachers with full bilingual credentials (BCCs) and district A-level fluency staffed 2,329 (36%) of BCP classrooms. The remaining 4,058 (64%) relied on bilingual paraprofessionals and teachers with less than A-level fluency for instruction in the primary language.

Ninety-eight percent of BCPs served Spanish-speaking LEP students. Other languages served are depicted in the graph above.

ELEMENTARY STUDENTS ON ILPs
LANGUAGES OTHER THAN SPANISH



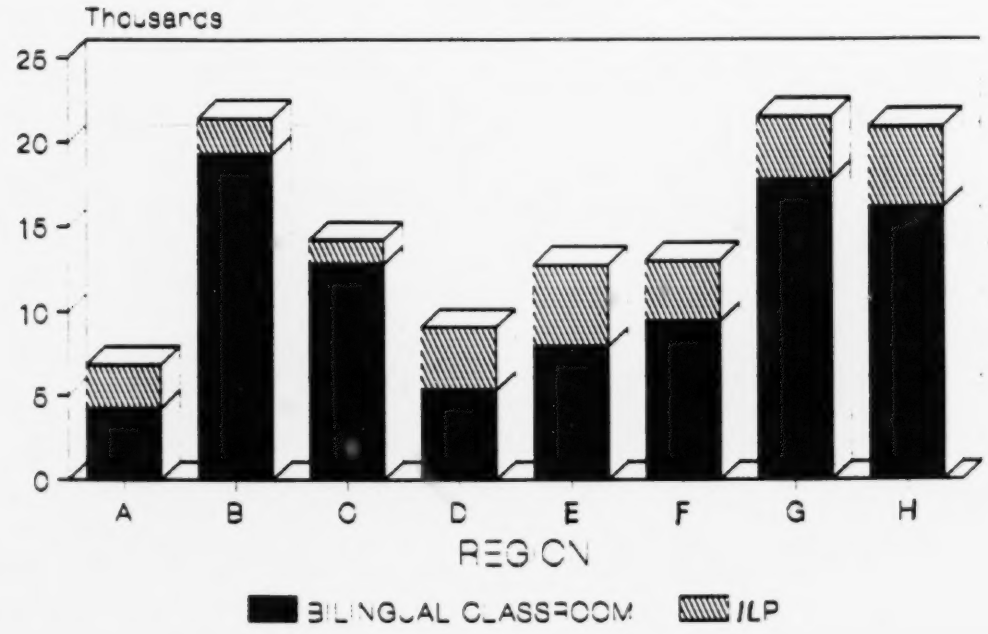
*None with more than 200 students

Of the 119,661 elementary LEP students 22% (26,852) were on individual learning plans (ILPs). Students are put on ILPs because there are less than 10 LEP students of the same primary language at their grade level, or because parents requested their removal from a full bilingual program.

The majority (71%) of LEP students on ILPs are Spanish speaking. The distribution of the 77 other languages represented by LEP students is depicted above.

While the number of LEP students in BCPs has increased 31% since 1983-84 the number on ILPs has increased by only 15%, indicating the district's growing capability of serving LEP students in full bilingual classroom programs.

LEP STUDENTS BY PROGRAM AND REGION
ELEMENTARY



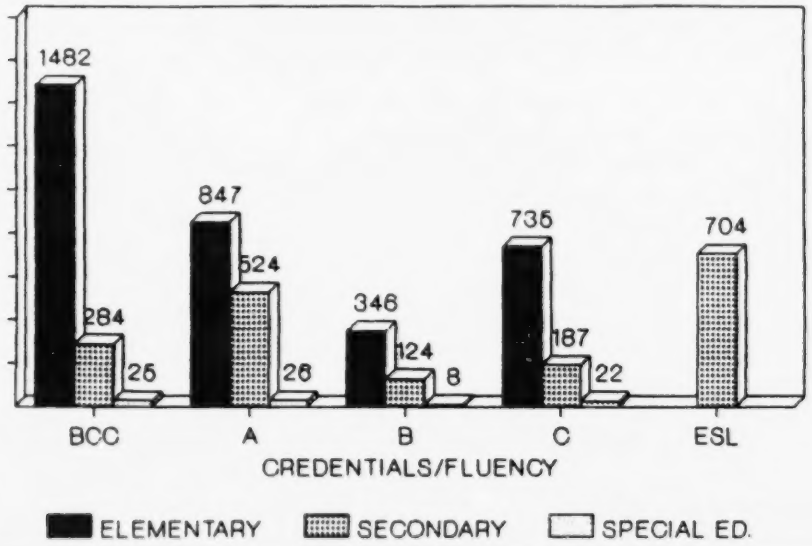
Region	LEP students in Bilingual classrooms	ILPs	Total	Percentage of District LEP elementary enrollment
A	4,238	2,617	6,855	6
B	19,285	2,119	21,404	18
C	12,762	1,435	14,197	12
D	5,326	3,747	9,073	7
E	7,920	4,820	12,740	11
F	9,404	3,570	12,974	11
G	17,758	3,751	21,509	18
H	16,116	4,793	20,909	17
Total	92,809	25,852	119,661	100

More than half of LEP elementary students are in Regions B, G, and H. Regions A and D have the least LEP students.

Regions with large LEP populations have a greater proportion of LEP students in BCPs than in ILPs.

What are the qualifications of the professional staff who serve LEP students?

TEACHER QUALIFICATIONS



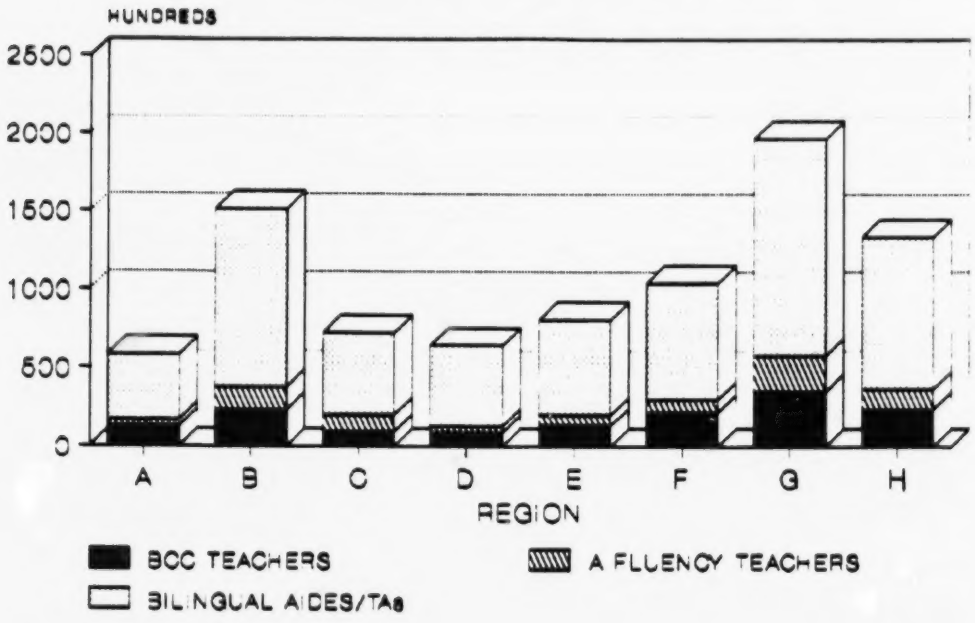
	Elementary	Secondary	Special Ed.
Bilingual Credential/ Certificate (BCC)	1,482	284	25
A-level fluency	847	524	26
B-level fluency	346	124	8
C-level fluency	735	187	22
ESL		704	

Elementary LEP students were provided with primary language support by 7,519 bilingual paraprofessionals:
- 6,516 bilingual aides and teacher assistants
- 1,003 bilingual adult volunteers

Secondary LEP students were assisted by:
- 1,079 bilingual aides and teacher assistants
- 133 bilingual adult volunteers

Special Education LEP students were assisted by:
- 439 bilingual trainees and assistants
- 25 adult volunteers

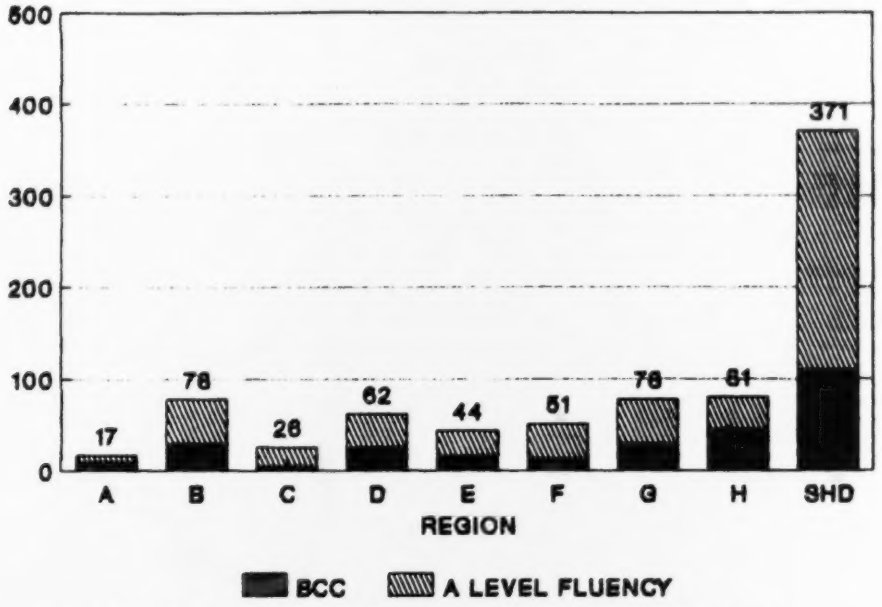
ELEMENTARY BILINGUAL STAFF BY REGIONS
TEACHERS AND AIDES WITH FLUENCY



Ratio of Bilingual Teachers to LEP Students by Region

	Teachers				
	BCC	A-level fluency	Total	LEP students	Ratio
A	127	43	170	6,855	1:40
B	231	147	378	21,404	1:57
C	94	107	201	14,197	1:71
D	89	41	130	9,073	1:70
E	132	68	200	12,740	1:64
F	217	82	299	12,974	1:43
G	352	229	581	21,509	1:37
H	240	130	370	20,909	1:57

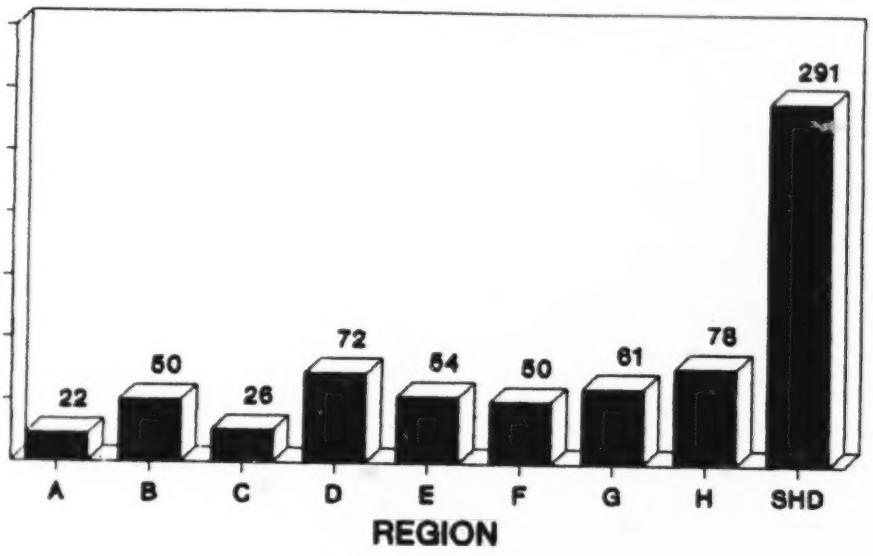
SECONDARY BILINGUAL STAFF BY REGION



Ratio of Secondary Bilingual Staff to LEP Students

	Teachers				
	BCC	A-level fluency	Total	LEP students	Ratio
A	10	7	17	1,098	1:65
B	30	48	78	3,028	1:39
C	5	21	26	1,628	1:63
D	26	36	62	2,852	1:46
E	16	28	44	2,711	1:62
F	13	38	51	2,447	1:60
G	30	48	78	3,118	1:40
H	45	36	81	3,949	1:49
SHD	109	262	371	17,620	1:47
Total	284	524	808	38,451	1:48

SECONDARY ESL STAFF BY REGION

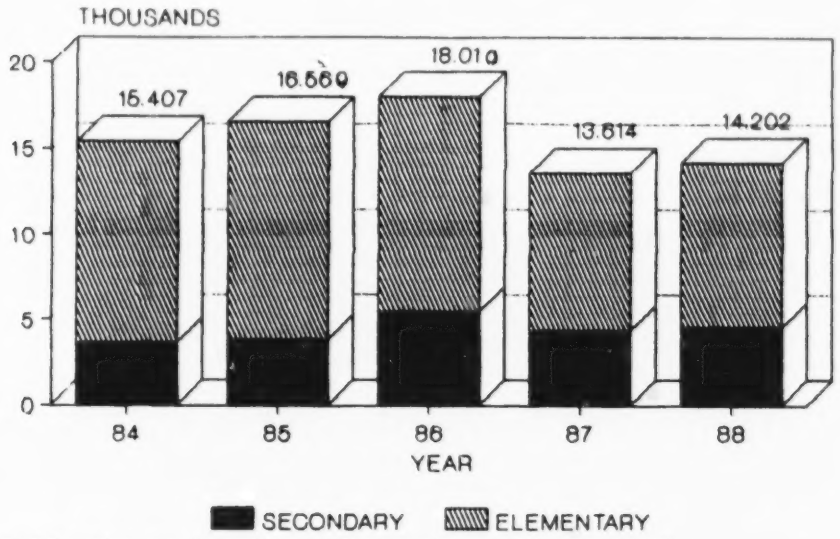


Ratio of Secondary ESL Staff to LEP Students

	Qualified ESL teachers	LEP students in ESL	Ratio
A	22	942	1:43
B	50	2,079	1:42
C	26	1,412	1:54
D	72	2,504	1:35
E	54	2,316	1:43
F	50	1,947	1:39
G	61	1,943	1:32
H	78	3,204	1:41
SHD	291	11,718	1:40
Total	704	28,065	1:40

What progress are LEP students making toward proficiency in the English language?

LEP RECLASSIFICATION
5 YEAR PATTERN



Districtwide the reclassification rate remained at 8%.

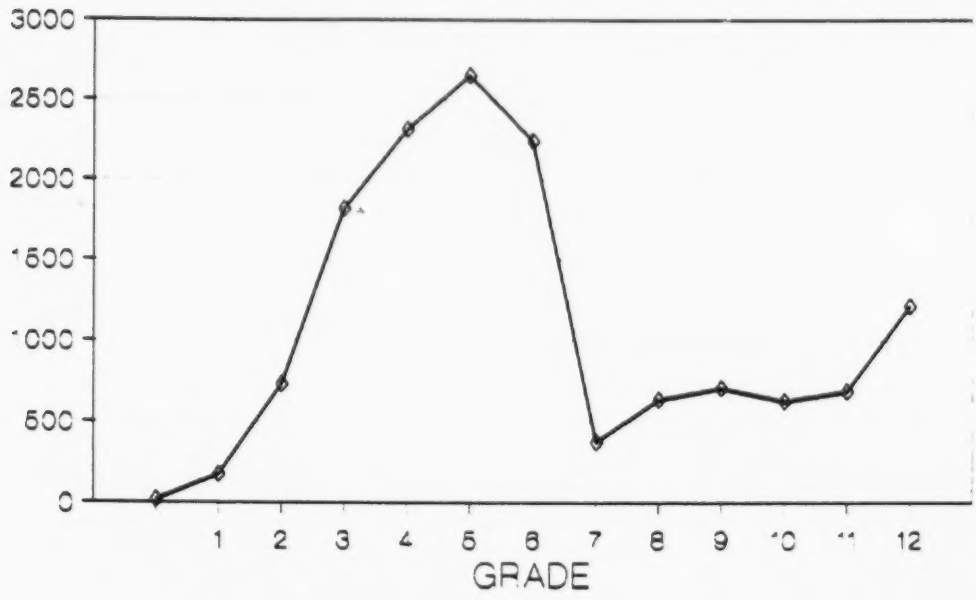
At the elementary level:

32,966 (28%)	LEP students added English reading to their curriculum.
9,685 (7.5%)	LEP students were reclassified from LEP to FEP status, a slight increase over 1986-87.

At the secondary level:

4,119 (11%)	LEP students completed the final level of ESL coursework.
7,184 (19%)	LEP students were awaiting reclassification.
	6,694 (17%) were receiving remediation services to help them pass reclassification criteria
4,517 (10.5%)	were reclassified from LEP to FEP status, a slight decrease from 1986-87.

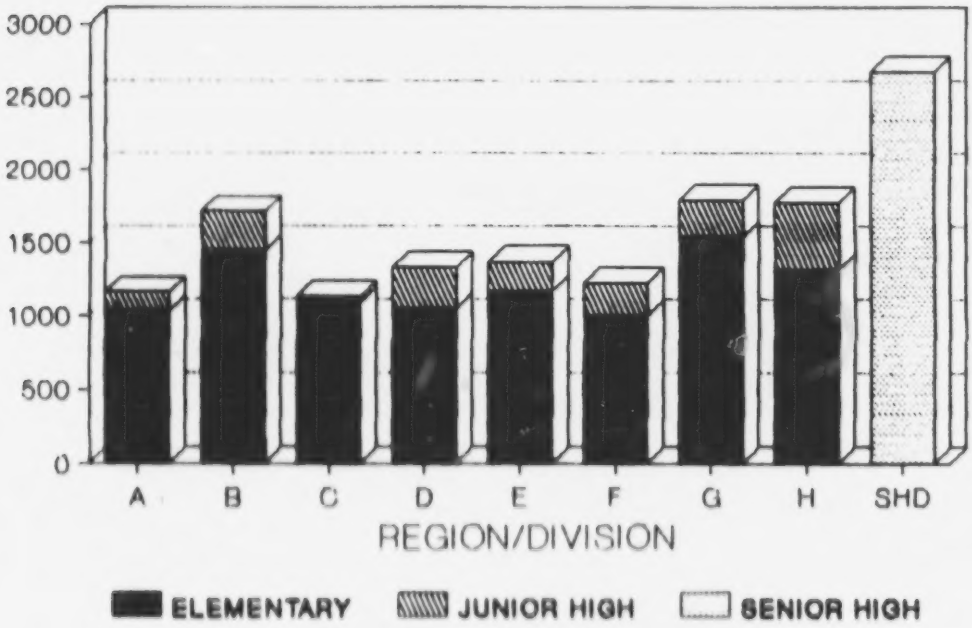
RECLASSIFICATION BY GRADE LEVEL



Reclassification by Grade Level and School Type

Grade	Elementary	Junior high	Senior high	Magnets	Total
K	16				16
1	160			11	171
2	697			30	727
3	1,797			20	1,817
4	2,283			25	2,308
5	2,626			24	2,650
6	1,958	265		17	2,240
7		352	4	17	373
8		614	10	9	633
9		541	138	23	702
10		16	568	38	622
11			656	29	685
12			1,156	54	1,210
Spec. Ed.	15	18	9	S.E. 6	48
Total	9,552	1,806	2,541	303	14,202

RECLASSIFICATION BY REGION/DIVISION



Number and Percentage of Reclassification by Region

Total	Elementary		Junior high		Senior high	
	n	%	n	%	n	%
A	1,013	12.7	129	9.9		
B	1,500	6.4	264	7.8		
C	1,071	7.1	34	2.0		
D	1,004	9.8	264	8.2		
E	1,146	8.1	202	6.8		
F	972	6.8	212	7.9		
G	1,531	6.5	250	7.1		
H	1,315	5.8	451	9.9		
SHD					2,672	12.7
Total	9,552	7.3	1,806	7.7	2,672	12.7

Note. Summaries are for regular schools and do not include magnet, continuation or opportunity schools.

CONCLUSIONS

The anticipated acceleration in LEP enrollment did not occur in 1987-88. The LEP population grew by only 2% in contrast to the 10% increase in 1986-87, presumably the result of uncertainty concerning amnesty status.

The great majority (90%) of LEP students were Spanish speaking with the next three most populous languages, Korean, Cantonese and Vietnamese, each less than 2% of LEP enrollment. Armenian speakers increased by 37%, Farsi speakers by 24%; but each language remained less than 1% of the total LEP count.

The district continued to increase and upgrade the services provided to LEP students. An additional 227 bilingual classroom programs (BCPS) were established, and 115 additional teachers achieved district A-level fluency in a second language. Despite these gains, however, LEP students in 64% of BCPs depended on bilingual paraprofessionals for primary language instruction.

The elementary reclassification rate increased by one-half percent over the 1986-87 rate to 7.5%.

A loss of 54 ESL teachers at the secondary level raised the teacher-to-student ratio in 6 of 8 administrative regions by 5 to 9 students over 1986-87. There was a 25% drop in the number of students enrolled in the final levels of ESL (Advanced B or Level 4) compared to 1986-87 figures, despite a 4% increase in secondary enrollment. This indicates that fewer students are approaching reclassification. The secondary reclassification rate for 1977-78 dropped by one-half percent from the 1986-87 rate of 11%.

More than one in four LEP secondary students were not enrolled in an ESL program: 17% had completed the ESL course of study and were receiving remediation to pass reclassification criteria; 1% were awaiting testing; and 8% were in English-only classes.

Special education LEP students increased 2% over last year, paralleling the general increase in LEP population. The District operated 1,214 bilingual classroom programs for special education students, 5% of which were led by teachers with a BCC or A-level fluency.

RECOMMENDATIONS

Many of the recommendations suggested by these data have been addressed in the District Master Plan for the Education of Limited English Proficient (LEP) Students. Certain needs, however, require reemphasis.

Elementary

There is a continued need for qualified bilingual teachers to serve the growing number of LEP students in the primary grades (K-3). In addition to Spanish, the numbers of LEP students speaking Korean, Cantonese, Vietnamese, Tagalog, Farsi, Armenian, and Khmer continue to grow.

Because almost two-thirds of bilingual classroom programs depend upon paraprofessionals for primary language instruction, high standards for paraprofessional primary language proficiency need to be established to ensure proper language modeling for LEP students.

Whenever possible, schools should utilize credentialed bilingual personnel in flexible program models outlined in the District Master

Plan for the Education of Limited English Proficient (LEP) Students to reduce the reliance on paraprofessionals for primary language instruction.

Secondary

Survey data indicate that in secondary schools there is a need to:

- Identify LEP students not receiving services and have language assessment teams (LATs) or other responsible parties determine the status of these students with regard to reclassification.
- Establish a regular remediation program for the 17% of LEP students who have completed the ESL course of study but did not meet the academic criteria for reclassification.
- Establish a procedure to monitor the remediation progress of the above students and to complete the reclassification process in a timely manner.

Qualifying tests for ESL instructors should be made available to replace retiring instructors and to strengthen secondary staffing.

STATEWIDE COMPARISONS

How does LAUSD's LEP enrollment compare to other California school districts with large* LEP enrollments?

District	LEP enrollment spring 1987	Total district enrollment	LEP as percentage of district enrollment	Percentage of state LEP enrollment
LAUSD	159,260	589,099	27%	26.0
San Francisco Unified	19,003	64,813	29.3	3.1
Santa Ana Unified	18,947	37,415	50.6	3.1
San Diego Unified	16,069	115,441	13.9	2.6
Long Beach Unified	14,007	65,052	21.5	2.3
Oakland Unified	10,264	51,622	19.9	1.7
Fresno Unified	10,072	58,969	17.1	1.6

Of the 7 California districts with LEP enrollments over 10,000, LAUSD ranks first in number of LEP students enrolled in spring 1987. LEP students in LAUSD comprise 26% of total LEP enrollment in California.

Note: Data are for spring 1987. Data for 1988 not available.
Source: California State Department of Education, Bilingual Education Office

*Over 10,000 LEP students

How does LAUSD's bilingual staffing ratio campare to other California districts with large LEP enrollments?

District	Teacher need	BCC teacher supply	% of need met
LAUSD			
Spanish	4,758	1,347	28.3
Vietnamese	3	1	33.3
Cantonese	40	28	70.0
Korean	32	23	71.9
Pilipino	2	0	0.0
Japanese	3	2	66.7
Khmer	10	0	0.0
Armenian	9	2	22.2
Russian	1	0	0.0
San Franciso Unified			
Spanish	161	93	57.8
Vietnamese	6	0	0.0
Cantonese	152	64	42.1
Pilipino	11	19	172.7
Japanese	4	2	50.0
Khmer	4	0	0.0
Samoan	2	1	50.0
Santa Ana Unified			
Spanish	600	138	23.0
Vietnamese	14	0	0.0
Khmer	19	0	0.0
Loa	1	0	0.0
San Diego Unified			
Spanish	242	149	61.6
Vietnamese	24	2	8.3
Pilipino	4	0	0.0
Khmer	21	0	0.0
Lao	18	0	0.0
Hmong	12	0	0.0

District	Teacher need	BCC teacher supply	% of need met
Long Beach Unified			
Spanish	272	59	21.7
Vietnamese	1	0	0.0
Pilipino	5	0	0.0
Khmer	67	0	0.0
Lao	2	0	0.0
Samoan	1	0	0.0
Oakland Unified			
Spanish	114	68	59.6
Vietnamese	10	1	10.0
Cantonese	49	22	44.9
Khmer	15	0	0.0
Lao	2	0	0.0
Mien	5	0	0.0
Fresno Unified			
Spanish	83	69	83.1
Khmer	2	0	0.0
Lao	23	0	0.0
Hmong	68	0	0.0

In the spring of 1987 (most recent state data available) LAUSD ranked 5th among the 7 California districts with LEP populations over 10,000 in providing fully credentialed BCC teachers for its Spanish LEP students. It ranked first, however, in providing services to other language groups.

Note: Data are for spring 1987. Data for 1988 not available.
Source: California State Department of Education, Bilingual Education Office

How does LAUSD's reclassification rate compare to other California school districts with large LEP enrollments?

District	LEP enrollment spring 1987	LEP enrollment spring 1986	Number reclassified	Percentage reclassified[a]
LAUSD	159,260	145,209	13,654	9
San Francisco Unified	19,003	19,828	2,182	11
Santa Ana Unified	18,947	17,947	1,353	7
San Diego Unified	16,069	14,687	790	5
Long Beach Unified	14,007	13,691	2,547	18
Oakland Unified	10,264	10,358	71	0
Fresno Unified	10,072	8,684	184	2

In statewide data compiled in the spring of 1987, LAUSD ranked third in the percentage of LEP students reclassified to FEP status. The reclassification rates for the districts with over 10,000 LEP students ranged from 0 to 18%.

Note: Data are for spring 1987. Data for 1988 not available.
Source: California State Department of Education, Bilingual Education Office

[a]As a percent of prior year's enrollment (spring 1986). LAUSD computes reclassification as a percent of current year's enrollment.

Tables

Table 1

Primary Language of LEP Students

Language	Elementary	Secondary[a]	Special Education	Total
Afghan	13	38		51
Afrikaans	3			3
American Indian languages:				
Cree	1			1
Navajo	1			1
Other Indian	1	1		2
Amharic	15	26	3	44
Arabic	193	112	7	312
Armenian	576	532	45	1,153
Assyrian	32	19		51
Berber			2	2
Bengali	18	7		25
Bulgarian	6	2		8
Burmese	16	11	1	28
Ceylonese	1			1
Chinese languages:				
Cantonese	1,619	765	38	2,422
Mandarin	131	149	5	285
Taiwanese	50	29	6	85
Toishanese	40	31	1	72
Other Chinese	325	188	8	521
Creole	2	9		11
Croatian	2	4	2	8
Czech	10	7		17
Danish	1	1		2
Dutch	2	3		5
Farsi (Persian)	659	544	32	1,235
Fijian		2		2
Finnish	1	1		2
French	54	33	2	89
German	18	16	2	36
Greek	11	7		18
Gujarati	36	30	5	71
Haitian Creole		3		3
Hawaiian	1			1
Hebrew	201	184	7	392
Hindi	74	39	6	119
Hmong	4			4

Table 1 (continued)

Language	Elementary	Secondary[a]	Special Education	Total
Hungarian	48	18	2	68
Ibo	1	2		3
Icelandic	1		1	2
Indonesian	39	20	1	60
Italian	26	16	6	48
Japanese	254	85	9	348
Javanese	1	1		2
Khmer (Cambodian)	729	276	15	1,020
Korean	1,908	1,314	38	3,260
Kurdish		1		1
Lao	78	56	3	137
Lithuanian	1			1
Malay	15	3	1	19
Melanesian	1	5		6
Nepali		1		1
Norwegian	5	3		8
Panjabi	30	29		59
Pashto	9	5		14
Philippine languages:				
Ilocano	23	21	3	47
Pilipino	883	519	50	1,452
Visayan	5	5		10
Other Philippine	21	52	2	75
Polish	47	15		62
Portuguese	30	21	2	53
Romanian	50	42	4	96
Romany		1		1
Russian	65	44	2	111
Samoan	92	27	1	120
Serbian		1		1
Serbo-Croatian	8	8	2	18
Sinhalese	4	1	1	6
Slovak	1			1
Spanish	109,810	31,612	4,234	145,656
Swedish	13	1	1	15
Tahitian		1		1
Thai	192	170	2	364
Tongan	14	11		25
Turkish	15	6		21
Urdu	52	23	1	76

Table 1 (continued)

Language	Elementary	Secondary[a]	Special Education	Total
Vietnamese	1,020	840	41	1,901
Yoruba	3	2		5
Other not listed	50	28	4	82
Unidentified		372		372
Total	119,661	38,451	4,598	162,710

Note. Based on Elementary, Secondary and Special Education Bilingual Program Surveys (Forms 20, 21, and 23), January 1988.

[a]Includes 6th-grade students in junior high schools.

Table 2

Primary Language of FEP Students

Language	Elementary	Secondary[a]	Special Education	Total
Afghan	16	15		31
Afrikaans	4	2		6
Albanian	3	1		4
American Indian languages:				
Apache		1		1
Cherokee		4		4
Choctaw	5			5
Cree		2		2
Hopi		1		1
Navajo	12	4	1	17
Other Indian	4	21		25
Amharic	16	14		30
Arabic	473	282	8	763
Armenian	625	742	22	1,389
Assyrian	59	50		109
Berber		1		1
Bengali	29	4		33
Bulgarian	3	6		9
Burmese	9	21		30
Ceylonese	21	10		31
Chinese languages:				
Cantonese	1,433	1,640	5	3,078
Mandarin	212	330	1	543
Taiwanese	85	64	1	150
Toishanese	25	46		71
Other Chinese	358	545	2	905
Creole	5	10	1	16
Croatian	73	48		121
Czech	22	20		42
Danish	8	6		14
Dutch	15	20		35
Estonian	2	2		4
Farsi (Persian)	1,105	657	2	1,764
Fijian	1	8		9
Finnish	5	9		14
Flemish	12	6		18
French	112	122		234
Ganda	2			2

Table 2 (continued)

Language	Elementary	Secondary[a]	Special Education	Total
German	89	109	1	199
Greek	66	53	2	121
Guamanian	16	2		18
Gujarati	97	39	3	139
Haitian Creole	1	1		2
Hawaiian	8	5		13
Hebrew	380	334	3	717
Hindi	186	108	3	297
Hmong	2	35		37
Hungarian	79	55	1	135
Ibo	3	7		10
Icelandic	1	2		3
Indonesian	42	43		85
Italian	166	128	2	296
Japanese	461	396	6	863
Javanese	2	13		15
Khmer (Cambodian)	334	494	1	829
Korean	2,445	2,127	4	4,576
Kurdish	2	2		4
Lao	90	88		178
Latvian	1	4		5
Lithuanian	18	5		23
Malay	16	12		28
Maltese		1		1
Melanesian	2			2
Mien		2		2
Nepali	1			1
Norwegian	5	9		14
Panjabi	50	42		92
Pashto	12	3		15
Philippine languages:				
Ilocano	55	98		153
Pilipino (Tagalog)	2,431	2,195	18	4,644
Visayan	11	5		16
Other Philippine	70	217		287
Polish	75	42	1	118
Portuguese	61	38	1	100
Romanian	95	57	2	154
Romany	2	2	1	5
Russian	228	278	4	510
Samoan	298	211	6	515

Table 2 (continued)

Language	Elementary	Secondary[a]	Special Education	Total
Serbian	6	8		14
Serbo-Croatian	65	44	2	111
Sinhalese		9		9
Slovak	13	34		47
Spanish	57,575	61,007	1,129	119,711
Swahili	1	2		3
Swedish	22	16		38
Thai	333	224		557
Tibetan	1			1
Tongan	20	14		34
Turkish	17	14		31
Ukrainian	7	3		10
Urdu	102	67		169
Vietnamese	1,234	1,463	6	2,703
Yiddish		2		2
Yoruba	1			1
Other not listed	161	104	3	268
Unidentified		320		320
Total	72,205	75,307	1,242	148,762

Note. Based on Elementary, Secondary and Special Education Bilingual Program Surveys (Forms 23, 25, and 26), January 1988.

[a]Includes 6th-grade students in junior high schools.

Table 3

Elementary Classroom Teachers Assigned to Bilingual Programs by Language, Credential/Waiver Status, and District Fluency

Teacher language and assignment	Bilingual credential or certificate of competency	On waiver and district fluency status[a]				Not on waiver and district fluency status[a]				Total
		A	B	C	No fluency[b]	A	B	C	No fluency[b]	
Armenian										
Bilingual class	1	3	2							6
ILPS	1					1				2
Cantonese										
Bilingual class	26	5	1	8		2		1		43
ILPs	2					1	1	2		6
English										
Bilingual class					2,481				888	3,369
ILPs					56				3,381	3,437
Japanese										
Bilingual class	2									2
ILPs	2									2
Korean										
Bilingual class	30	3	1			1				35
ILPs	3	1				1				5
Pilipino (Tagalog)										
Bilingual class		2				1				3
ILPs						3				3

Table 3 (continued)

Teacher language and assignment	Bilingual credential or certificate of competency	On waiver and district fluency status[a]				Not on waiver and district fluency status[a]				Total
		A	B	C	No fluency[b]	A	B	C	No fluency[b]	
Spanish										
Bilingual class	1,342	696	233	456		80	34	87		2,928
ILPs	72	4	4	6		43	70	175		374
Vietnamese										
Bilingual class	1									1
Subtotals										
Bilingual class	1,402	709	237	464	2,481	84	34	88	888	6,387
ILPs	80	5	4	6	56	49	71	177	3,381	3,829
Total	1,482	714	241	470	2,537	133	105	265	4,269	10,216

Note. Based on Elementary Bilingual Program Survey (Form 20), January 1988. [a]Teachers with two languages other than English are counted only once. Teacher language is matched with pupil language. [b]No district language fluency or bilingual credential/certificate in language of pupils served.

Table 4

Certificated Secondary Bilingual Teaching Personnel by Language and Fluency Level

Language	Bilingual credential or certificate of competency	District fluency			Total
		A	B	C	
Armenian	3	7		1	11
Chinese languages:					
Cantonese	1	7	3	2	13
Mandarin	2	1			3
Japanese		4			4
Korean	6	4	1		11
Pilipino (Tagalog)	3	10	3		16
Russian	1				1
Spanish	290	487	117	184	1,078
Vietnamese	3	4			7
Total	309	524	124	187	1,144

Note. Based on Secondary Bilingual Program Survey (Form 23), January 1988.

TABLE 5

Teachers Assigned to the Special Education Bilingual Program by Language and Credential or Fluency

	Bilingual credential	District fluency			English only	Total
		A	B	C		
Elementary						
Spanish	9	8	4	10		31
English					484	484
Unidentified			1			1
Secondary						
Mandarin		1				1
Farsi (Persian)		1		1		2
Pilipino (Tagalog)		1				1
Spanish	4	2	2	3		11
English					240	240
Special Education						
Cantonese	1					1
Spanish	7	11	1	8		27
Pilipino (Tagalog)	4	2				6
English					409	409
Total	25	26	8	22	1133	1214

Note. Based on Special Education Bilingual Program Survey (Form 21), January 1988.